

History Learning by Teachers with Non-History Education Backgrounds at Private High Schools in Demak Regency

Soni Sumarsono¹, Romadi²

Abstract

This study aimed (1) to assess the preparation and understanding of teachers' educational background in the nonhistory of the teaching of history, (2) to assess learning by teachers' educational background in non-historical, (3) to determine the constraints experienced anything by history teachers A non-historical educational background in history learning. This study used qualitative research methods, emphasizing techniques such as interviews with sources of private high school teachers from three Demak, SMA PGRI Demak, Demak Muhammadiyah High School, and High School Demak Islamic Center. The results of this study indicate that teachers who administer history are teachers who believe in Civics education and Education SOSANT, while for the three high school history education in Private Demak yet. Often, teachers also need help providing materials to students; the lack of historical material makes teachers only provide dibuku material. Students usually feel saturated with history learning because they think history is a rote subject, so they are lazy in learning. From the study results, the school should be more supportive of learning history by complementing other learning resources so that teachers of history lessons will feel the need for more material. Teachers must be able to overcome the implementation of learning that will take place so that learning history can run smoothly.

Keywords: *Historical Learning, Non-Educational Master Of History, SMA.*

Introduction

Along with the advancement of science and technology, the world of education is required to make improvements so that in its development, it is expected to experience progress and perfection in various aspects because education plays a vital role in suspending the development of a nation. Good education must be supported to produce quality human resources (Sarnoto, 2017). To realize good education, many challenges must be faced; therefore, the government and the community need support from various parties. One of the government's efforts to improve human resources is to improve the quality of education from the basic education level to higher education (Firdianti et al., 2018). Professional personnel must realize the government's goals by teaching staff according to their competencies. In the world of education, the role and function of teachers are among the most significant factors. Teachers are essential to formal and informal education's teaching and learning process (Prihartini et al., 2019). Teachers are the main factor in creating a conducive, engaging, and effective learning atmosphere, inspiring students to achieve their full potential.

¹ History Teacher, SMA PGRI Demak, sonisumarsono@gmail.com

² Assistant Professor, Universitas Negeri Semarang, romadi@mail.unnes.ac.id

Teachers must be competent in their respective fields to carry out their duties professionally. Socio-cultural philosophy in education has given teachers a dual role and even a multi-function. Teachers are required not only to be educators who can transform the values of science but also to act as moral guardians for students (Danumiharja, 2014). Even teachers are also considered second parents when students are at school. In the context of Javanese socio-culture, for example, the word guru is often abbreviated as the word "digugu lan diimituru" (to be the primary role model). Likewise, in Indonesian treasures, a proverb sings, "Teacher pee standing, pupil pee run." All teacher behaviors will be role models for their students. It is a noble position and, at the same time, provides a psychological burden for teachers (Sakti, 2020).

The quality of education is determined by several important factors, namely regarding inputs, processes, environmental support, facilities, and infrastructure. Further elaboration of these factors that input is related to the condition of students (interests, talents, potential, motivation, attitudes), the process is closely associated with the creation of a learning atmosphere, which in this case is more emphasized on the creativity of teachers (teachers), environmental support related to the atmosphere or situation and conditions that support the learning process such as the family environment, community, nature, etc. Meanwhile, facilities and infrastructure can facilitate learning activities, such as buildings, laboratory equipment, computers, etc. About the process factor, teachers are the main factor in creating a learning atmosphere. In the learning process, teachers act as models or role models for the students they teach and as learning managers (Priyanto, J.H. 2015). Thus, the effectiveness of the learning process lies on the shoulders of teachers. Therefore, the success of a learning process is highly determined by the quality or ability of the teacher (Sanjaya, 2006, p. 50). History teachers have an essential role in the entire history learning process. In addition to developing forms of mechanical learning aids and education that focus on student progress, history teachers also play an essential role in making history lessons lively and engaging for students (Kochhar, 2008, p. 393).

Researchers in choosing schools in Demak Regency based on the consideration that SMA PGRI Demak, SMA Muhammadiyah Demak, and SMA Islamic Center Demak have differences in teachers, school location, number of students, accreditation status, and facilities and infrastructure, so the history learning carried out is also different. SMA PGRI Demak is located at Jl. Sultan Hadiwijoyo No. 13 Demak. SMA PGRI demak has a land area of 9,786 m² and a building area of 5.06 m². SMA Muhammdiyah Demak is a high school in the Demak district. Muhammadiyah High School was established in 1984. This high school, more popularly known as Pontren, is located on Jl—Postal Code 59511. SMA Islamic Centre

Demak is a Swata high school located in Demak Regency; it uses Islam as the primary means of religious education. The school is located in JL. Diponegoro no 47.

SMA PGRI Demak is a school with accreditation status B, SMA Muhammadiyah Demak is a school with accreditation B, SMA Islamic Centre Demak is a school with accreditation status B. SMA PGRI Demak is located in the Demak city area, has hotspot facilities in the school area, has nine classrooms equipped with LCD projectors and computers, and pictures of heroes. SMA Muhammadiyah Demak is located in the Demak City area, equipped with hotspot facilities in the school area, and has nine classrooms equipped with maps of Indonesia and pictures of heroes. SMA Islamic Centre Demak is located in the Wonosalam District. This high school is equipped with hotspot area facilities and has nine classes; on the walls of each class are pasted pictures of heroes.

Based on observations made by researchers from November to December 2014, history learning in three private high schools in Demak Regency has not been carried out effectively. History teachers often use monotonous methods: lectures, questions, and answers. In the lecture method, the teacher does not support using media during learning, for example, LCD projectors that display PowerPoint slides or documentary films. Students will be more interested and active in learning if teachers have innovations and new variations in learning.

Non-history teachers still teach history subjects in high school, especially in Denmark. Therefore, teachers competent in their respective fields are needed to implement optimal teaching and learning activities, such as history teachers teaching history. The results of surveys in the field confirm this. Quality learning will undoubtedly produce better results. The teacher's ability to package the process is not spontaneous but needs preparation. Quality learning begins with preparation (Suprpto et al., 2015). In this case, teachers' ability certainly has a significant influence. From the observation results, non-history teachers who teach history have not mastered the material in carrying out learning. Because those who teach history subjects are not history graduates, the teaching methods are not based on the existing historical paradigm (Amar et al., 2017). Based on the above description of the quality of history education teachers in high schools, the researcher wants to study "History Learning by Teachers with Non-History Education Backgrounds in Private High Schools in Demak Regency."

Method

This study uses qualitative and descriptive research methods: the data is collected in words and pictures, not numbers. According to Kirk and Miller in Moleong (2002, p. 3), qualitative

Research is a social science tradition that relies on observing people and their regions and relating to those people in their language and terminology. With this approach, it is hoped that the evaluation models of history learning in three private high schools in Demak can be described carefully. Qualitative methods are used due to several considerations. First, adjusting qualitative methods is more accessible when dealing with the realities faced by researchers in the field; second, this method directly presents the nature of the relationship between the researcher and the informant. Third, this method is more sensitive and can better adjust to many sharpening influences and the value patterns faced (Moleong, 2002, p. 5). The nature of qualitative research is natural (flowing). This approach views reality as something with a distance, whole, unity, and constantly changing (open-ended). Therefore, the research design is prepared and developed during the process so that it is possible to change the concept according to the design and conditions in the field (Masrukhin, 2014).

The sampling technique here is a way to take a sample of research, namely determining information that is considered capable of answering and solving the problems raised by the researcher (Ismayani, 2019). The purpose is to detail the specificities that exist in a unique context concoction, while the purpose of sampling is to explore information that will be the direction of the stimulus and the theory that emerges (Moleong, 2002, p. 163). This qualitative study has no random sample, but the sample is intended (Purposive Sampling). In this study, the researcher uses a sample to have specific characteristics related to the focus of the research; in this study, the author took history teacher informants from SMA PGRI Demak, SMA Muhammadiyah Demak, and SMA Islamic Center Demak. Data collection with data collection techniques in this study uses several methods, namely (1) observation, (2) interviews, and (3) documents.

Triangulation is the testing technique used to determine the validity of this study's data. According to Sugiyono (2010, p. 330), triangulation is defined as a data collection technique that combines various data collection techniques and existing sources; the triangulation used by this researcher is source triangulation and method/technique triangulation.

Triangulation with sources means getting data from different sources using the same technique. For example, the study interviewed teachers and school principals to obtain data on the learning methods used by history teachers in learning activities in three private high schools in Demak Regency. Triangulation techniques mean that research uses different data collection techniques to obtain data from the same source. The research used three data collection techniques: observation of historical learning activities in related private high schools. Interviews with teachers and principals concerned and analysis of documents in the form of syllabi and lesson

Plans that the learning teacher has prepared. History before implementation In this study, the interactive data analysis component of the Miles & Huberman model was used. Actions in data analysis, namely data reduction, presenting or displaying data (data display), and drawing conclusions or verification (conclusion drawing/verification). Reducing data means squeezing, picking the essentials, and focusing on what is important. The next step is to present data in the form of narrative text. The last step in the preparation of the initial conclusion that was submitted, this data is provisional.

Results and Discussion

Preparation of Teachers with Non-History Education in Implementing History Learning at Private High Schools in Demak Regency

Based on observations made by researchers in November 2014, preparations before learning must be planned with programs such as preparing porta (annual program), promises (semester program), weekly program, and daily program. Based on these various programs are then described in the syllabus and detailed in the RPP (Learning Implementation Plan), where the RPP is used as a guide for teachers in teaching. In addition, careful preparation is also needed, such as the material that will be delivered to carry out the learning, hoping that the learning can take place effectively.

History learning at SMA PGRI Demak is carried out at every meeting after preparing several things, including lesson plans and materials to be delivered. The learning implementation plan (RPP) is a standard that must be met at every learning meeting. In addition to the lesson plan, a teacher must prepare material to be delivered to students. After all, history is a lesson not related to today's life, so what material will be conveyed needs to be related to the current state of the environment.

History learning at SMA Muhammadiyah 1 Demak is carried out after being planned through program development. Before learning begins, a teacher needs to design a plan. The plan or planning includes annual programs, semester programs, syllabi, and lesson plans. The following preparation includes planning the methods and media used in learning. These learning methods and media are influential in the implementation of historical knowledge.

History learning at SMA Islamic Center Demak occurs after the teacher prepares books, attendance lists, materials, agendas, and performances. Before learning is carried out, the teacher prepares a list of students and agendas, and then the teacher handbooks for learning resources related to the learning material to be delivered. Then, the teacher prepares the performance; how the teacher conveys it in front of the class must be prepared. In implementing

For history learning at SMA Islamic Center Demak, teachers first prepare the Learning Implementation Plan (RPP). In its implementation, SMA PGRI Demak, SMA Muhammadiyah Demak, and SMA Islamic Center Demak teachers have made learning plans that include the development of annual programs (prota), Semester Programs (promes), implementation syllabus and lesson plans (Learning Plan). Teachers prepare the learning plan before the new school year starts. The development of the prepared program is a reference for teachers in carrying out history learning to achieve practical teaching goals.

Implementation of History Learning at SMA PGRI Demak, SMA Muhammadiyah Demak, SMA Islamic Center Demak in Demak Regency

Learning activities are carried out after the preparation is completed so that the history learning that will be carried out is adjusted to the plan that has been prepared, in this case, the Learning Implementation Plan (RPP). However, in reality, in Demak Regency Private High School, the implementation of history learning tends not to use the Teaching Implementation Plan (RPP) inserted by each history teacher at Demak Regency Private High School. This is because every plan that has been prepared does not always follow the existing learning conditions, such as the time of learning implementation. Sometimes, the implementation of learning is shifted by other activities, such as national holidays, holidays when there are national exams, and school exams for grade XII, and also a reduction in learning time for classes X and XI when there is a tryout for grade XII. History teachers' implementation of history learning includes learning methods, using learning resources, learning media, student enthusiasm in teaching, and the purpose of learning history.

The history learning at the Demak Regency Private High School is quite good, even though teachers have not used many variations in learning. They are considering that history teachers at Demak Regency Private High School are not history graduates and do not only use one learning method. The learning methods used by history teachers at SMA PGRI Demak, SMA Muhammadiyah Demak, and SMA Islamic Center Demak include anger, discussion, question and answer, assignment, and role-playing. Using varied learning methods will make students more enthusiastic about learning; teachers can also train students to learn actively in teaching. Based on research conducted in three schools in Demak Regency Private High School, teachers use more than one handbook, a package book for history learning. The use of a handbook that is better than one book is because each book has its advantages and disadvantages, so teachers use different books for each learning material according to the completeness of the existing material. In addition to using package books, teachers also provide

LKS for students: The LKS used by students are products of MGMP, so there is a similarity in learning in Demak Regency. This LKS is used to support students in learning the material because package books for students are minimal; they can only be borrowed from the library for learning meetings at school, so history teachers also use books in the library for learning. In addition to package books and LKS, another learning resource that students can use is the internet, considering that in the three Private High Schools in Demak Regency, hotspots have been provided so that students can find resource references through the internet for history learning.

The use of media by history teachers at SMA PGRI Demak, SMA Muhammadiyah Demak, and SMA Islamic Center is considered less varied. Learning media such as LCD projectors have never been used in learning history for PowerPoint presentations or to play documentaries related to the learning material. However, other media, such as pictures and maps, are used by history teachers to support the learning of history. History teachers use learning media to make students interested in learning history and learning history in more detail. Images such as pictures of heroes, pictures of figures, and pictures of historical events are used to attract students to study history. Teachers use map media so students know where the scene or event is being studied.

Students' activeness at Private High Schools in Demak Regency is quite good, and the interaction between teachers and students in learning is quite good. Teachers give feedback (feedback) to students when students are active in the classroom, for example, by providing added value or points for students who actively ask questions or answer questions from history teachers. Teachers sometimes make students active by giving questions about the learning material so that students read the material and answer questions from the teacher; besides that, some students ask about the learning meter when the teacher finishes explaining. However, not all students are active and attentive in learning; sometimes, students do not pay attention to the teacher when explaining. The teacher provokes students to pay attention by asking questions, and then the students' answers are read aloud or written on the blackboard.

In general, the goal for students in learning history presented by history teachers at SMA PGRI Demak, SMA Muhammadiyah Demak and SMA Islamic Center Demak is that history needs to be studied to instill social values in students so that students become better human beings in the future by learning from past events that have been learned through history so that in the future students will be able to bring Indonesia to become a developed country who appreciate the history of their nation. Studying history also aims to give students a sense of spirituality for themselves, their parents, friends, the community, and the surrounding environment.

Obstacles Faced by Teachers in History Learning

Learning history does not always run smoothly, according to what has been prepared, and does not consistently achieve all the expected goals. In the history of learning, several factors become obstacles for teachers when learning takes place. These obstacles come from teachers, students, learning resources, facilities, and school infrastructure. Teachers make efforts to overcome the obstacles in history learning so that history learning can be carried out effectively. In addition to the inhibiting factors, there must be supporting factors that facilitate teachers implementing effective learning.

Based on research and observations conducted by researchers in three high schools in Demak Regency, the main obstacle teachers face in learning is the lack of understanding of history teachers because they are not from history graduates, learning methods, and learning media. In reality, teachers will find teaching material that is not in their field difficult. Three teachers teach history at Swata High School in the Demak district, two of whom have a background in PKN education, while one person has an SOSANT education background. At SMA PGRI, Demak teachers with a background in PKN education teach History lessons, Demak teachers with a background in PKN education teach history lessons, and at SMA Islamic Center, Demak teachers with a background in SOSANT education teach history, all teachers who do not have a background in history education find it difficult to teach history because of their lack of understanding of history material. Therefore, teachers must be ready for all the risks; when teachers have to teach material not from their field, they must also be ready. History teachers, in addition to having to master the material or teaching materials in the form of concepts and theories, must also convey the meter to students. A teacher's skills in delivering material to students must be attractive to achieve learning objectives optimally. In this case, teachers must be intelligent in choosing learning models and mottos to use when teaching and selecting media for teaching.

The history learning at a private high school in Demak Regency saw the obstacles faced by Teachers felt confused about the material presented in the history learning. Because of the lack of resources that teachers handle, and facing students who are lazy in following history lessons. Sometimes, students feel bored with learning because, in their thinking, history is memorization, so they want to read without understanding the material they are reading. Therefore, with this obstacle, teachers are responsible for teaching material not from their field. Teachers have their ways of overcoming the problems they face. Due to the lack of learning resources, teachers often access materials from the Internet, so they have other

Sources besides school sources (Musfah, 2012). Because the implementation of history learning has various approaches, the methods used will always help teachers who deliver material to students on history language. In dealing with students who are too lazy to study, teachers also often give assignments to students so that the students want to find out about things they do not know. In addition, teachers will apply various learning methods, and students will be interested in the material presented and be more active in learning history.

Teachers' learning methods mainly affect students' interest in learning history. Lectures are the primary method that history teachers often use to implement history learning in Demak Regency. The lecture method is more effective when supported by learning media such as LCD projectors and teaching aids. Based on research and observations conducted by researchers in three high schools in Kendal Regency, learning media such as LCD projectors to support lecture methods are inadequate, especially for Muhammadiyah Demak High School and Demak Islamic Center High School. The school has provided LCD projectors, but teachers have not made full use of the media for historical education, especially for SMA PGRI Demak, which has LCD projectors for each class. Teachers never use LCD projectors to support learning methods such as lectures used in classroom history learning. In addition, because the limited provision of LCD projectors in schools makes teachers reluctant to use LCD projectors, in addition to alternating with other teachers who use the media, limited time is also an obstacle to implementing effective learning.

Obstacles in History Learning

Based on the research and observations carried out by the researcher, it can be concluded that several factors hinder history learning at SMA PGRI Demak, SMA Muhammadiyah Demak, and SMA Islamic Center Demak as follows:

1. Teacher. Teachers' learning methods are monotonous; there is a lack of variation in learning. Especially the lecture method often used by teachers in learning history makes students less interested in learning history and think that history is mostly theory, so they are required to memorize it (Najib, 2016). The lack of availability of existing learning media, such as LCD projectors, can support methods such as lectures by displaying PowerPoint slides, images, documentaries, etc. There are many history materials for class XI Science, but the time allocation is only one hour of meetings per week. This results in a lack of variation in the use of learning methods.
2. Student. History subjects are not included in the National Exam, so most students do not attach importance to history lessons. Students' interest in studying history is lacking

Because they still consider history boring and only memorization. The sourcebooks for history lessons are limited to LKS for students, so the subject matter in LKS is incomplete.

3. Facilities and Infrastructure. The provision of learning media, such as LCD projectors, is lacking. Sourcebooks such as package books and books related to history are incomplete and inadequate for students. Props such as documentaries or other audio-visual tools are not complete. The media of images and maps is incomplete.

In the process, history teachers at three private high schools in Demak Regency tried to overcome the obstacles encountered during the learning. The efforts made by the teachers are expected so that the learning carried out can run effectively. Efforts to overcome obstacles such as monotonous learning methods include using other methods such as discussion, question and answer, assignment, and role-playing. Teachers use these methods and implement non-monotonous learning to make the learning atmosphere more effective (Rofiah et al., 2017). In addition, these efforts also make students more interested and enthusiastic about learning history. In addition, teachers also strive to reinforce history learning so that it is engaging for students to learn.

In addition, there are also supporting factors in learning that are carried out in three private high schools in Demak Regency. These supporting factors include an internet network in the school area that makes it easier for students to access history learning materials if the resources used are still incomplete in the history subject matter. Other learning media such as pictures, learning videos about history, maps, globes, package books or textbooks, as well as books related to history, support history teachers in the learning that is carried out; in addition to that, the interest and activeness of students in learning also support learning so that teachers are more accessible in the process of delivering material to students (Duludu, 2017).

Conclusion

Research conducted on three private high schools in Demak Regency regarding history learning can be concluded quite well, even though the teacher is not a history graduate and is inseparable from the obstacles encountered. The teacher's preparation before learning history is quite good, namely by preparing the syllabus and Learning Implementation Plan (RPP) before the new school year starts; the history teacher also prepares learning materials to be delivered to students. History learning in three private high schools in Demak Regency has gone quite well. History teachers use lecture and question-and-answer methods, such as discussion, assignment, and role-playing methods in history learning. However, the Learning

Implementation Plan (RPP) tends not to be used as a reference in implementing history learning. In addition, history teachers do not use learning media such as LCD projectors in history teaching. Hence, students are less interested in learning history when teachers use the lecture method without props.

The obstacles in learning history are difficult for teachers teaching history. In contrast, if they do not have a background in history education, they will feel unsure about the material they convey (Tutuk, 2015), so the teacher must find out more about the material he will convey and will not be fixated on the material in the book. Often, teachers also experience difficulties in providing material to students; the lack of history material makes teachers only provide material in books. The obstacles faced by history teachers also include learning methods, learning media, and students' lack of interest in learning history. The learning method teachers often use in learning history is lectures, considering that lectures are an effective method that contains more theories than practices. History teachers underutilize existing learning media due to inadequate availability, such as LCD projectors. Students' interest in learning history is also lacking because many think that history is not a subject in the national exam, so students do not put too much emphasis on learning history.

Reference

- Agung, Leo dan Sri Wahyuni. (2013). *Perencanaan Pembelajaran Sejarah*. Yogyakarta: Penerbit Ombak.
- Amar, S., & Rahmawati, B. F. (2017). *Evaluasi Pembelajaran Sejarah*.
- Aman. (2011). *Model Evaluasi Pembelajaran Sejarah*. Yogyakarta: Penerbit Ombak
- Daliman.(2012). *Pengantar Filsafat Sejarah*. Yogyakarta: Penerbit Ombak.
- Danumiharja, M. (2014). *Profesi tenaga kependidikan*. Deepublish.
- Departemen Pendidikan dan Kebudayaan. (2013). *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*. Jakarta: Depdikbud.
- Duludu, U. A. (2017). *Buku ajar kurikulum bahan dan media pembelajaran pls*. Deepublish.
- Firdianti, A., & Pd, M. (2018). *Implementasi manajemen berbasis sekolah dalam meningkatkan prestasi belajar siswa*. Gre Publishing.
- Ismayani, A. (2019). *Metodologi penelitian*. Syiah Kuala University Press.
- Kochhar, S.K. (2008). *Pembelajaran Sejarah*. Penerjemah Purwanta dan Yofita Hardiwati. Jakarta: Grasindo.
- Masrukhin, H. (2014). *Metodologi Penelitian Kualitatif*. Media Ilmu Press.

- Moleong, L. J. (2010). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
- Mulyasa. (2007). *Menjadi Guru Professional*. Bandung: Remaja Rosdakarya.
- Musfah, J. (2012). *Peningkatan kompetensi guru: Melalui pelatihan dan sumber belajar teori dan praktik*. Kencana.
- Najib, A. (2016). *ANALISIS PELAKSANAAN PEMBELAJARAN SEJARAH KEBUDAYAAN ISLAM MELALUI METODE CERAMAH MENGGUNAKAN PLESETAN KATA DALAM PENGEMBANGAN KEMAMPUAN ANALISIS SISWA DI MA WALISONGO PECANGAAN JEPARA TAHUN PELAJARAN 2015/2016* (Doctoral dissertation, STAIN Kudus).
- Prijanto, J. H. (2015). Kompetensi Kepribadian Guru dan Relevansinya terhadap Tugas Mengajar di Kelas. *Jurnal Pendidikan Dompot Dhuafa*, 5(02), 51-58.
- Prihartini, Y., Buska, W., Hasnah, N., & Ds, M. R. (2019). Peran dan Tugas Guru dalam Melaksanakan 4 Fungsi Manajemen EMASLIM dalam Pembelajaran di Workshop. *Islamika: Jurnal Ilmu-Ilmu Keislaman*, 19(02), 79-88.
- Rofiah, N. H., & Rofiana, I. (2017). Penerapan metode pembelajaran peserta didik slow learner. *Naturalistic: Jurnal Kajian dan Penelitian Pendidikan dan Pembelajaran*, 2(1), 94-107.
- Sakti, B. P. (2020). Upaya Peningkatan Guru Profesional Dalam Menghadapi Pendidikan Di Era Globalisasi. *Attadib: Journal of Elementary Education*, 4(1), 74–83.
- Sanjaya, W. (2006). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta : Kencana Prenada Media.
- Sugiyono. (2010). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta.
- Sukmadinata, Nana Syaodih. (2006). *Metode Penelitian Pendidikan*. Bandung : PT Remaja Rosdakarya.
- Suprpto, E. P. D. (2015). *Penerapan Model Grup Investigasi Dengan Media Visualisasi Museum Juang'45 Surabaya Untuk Meningkatkan Minat dan Prestasi Belajar Sejarah (Penelitian Tindakan Kelas Pada Siswa kelas XII IPS I SMA Katolik Untung Suropati Sidoarjo)* (Doctoral dissertation, UNS (Sebelas Maret University)).
- Sarnoto, A. Z. (2017). Sumber Daya Manusia Dalam Pendidikan Islam. *Madani Institute: Jurnal Politik, Hukum, Pendidikan, Sosial, Dan Budaya*, 6(2).
- Tutuk, N. (2015). Implementasi pendidikan karakter.